

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Rick Cardey

Official School Name: Rib Lake High School

School Mailing Address: PO Box 278
Rib Lake, WI 54470-0278

County: Taylor State School Code Number: 47950060

Telephone: (715) 427-3220 E-mail: rcardy@riblake.k12.wi.us

Fax: (715) 427-5022 Web URL: riblake.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Larry Black Superintendent e-mail: lblack@riblake.k12.wi.us

District Name: Rib Lake District Phone: (715) 427-3220

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jerry Blomberg

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 10420

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	21	13	34
3	0	0	0		10	22	19	41
4	0	0	0		11	23	19	42
5	0	0	0		12	21	25	46
Total in Applying School:								163

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
100 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	4
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	163
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 48%

Total number of students who qualify: 78

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>3</u>	<u>5</u>
Special resource teachers/specialists	<u>1</u>	<u>9</u>
Paraprofessionals	<u>1</u>	<u>3</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>9</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 27:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	94%	94%	94%	94%
Daily teacher attendance	98%	98%	98%	97%	98%
Teacher turnover rate	15%	5%	5%	5%	0%
High school graduation rate	100%	100%	100%	100%	98%

If these data are not available, explain and provide reasonable estimates.

To explain the daily student attendance rate of 94%, Rib Lake High School is a small school with an average total population of 160 students. So having only ten students absent equates to a 94% attendance rate. In the same way, during the 2009-2010 school year, new teachers were hired to replace three retirements.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>37</u>
Enrolled in a 4-year college or university	<u>30%</u>
Enrolled in a community college	<u>19%</u>
Enrolled in vocational training	<u>22%</u>
Found employment	<u>22%</u>
Military service	<u>7%</u>
Other	<u>0%</u>
Total	<u>100%</u>

PART III - SUMMARY

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The mission of the School District of Rib Lake is to provide the highest possible education for every student in a safe, nurturing environment. This is accomplished by providing meaningful opportunities and experiences, with a very competent staff and with quality facilities and equipment, which results in our students becoming responsible and contributing citizens.

Rib Lake High School is located in the village of Rib Lake, Wisconsin, which is in northern Taylor and southern Price Counties. Rib Lake is a very rural community with a population just under 900 residents and a history rooted in the timber logging industry and offering outstanding opportunities for outdoor recreation. The residents of Rib Lake primarily consist of hard working, blue collar employees of local factories both within Rib Lake and in neighboring communities. The community is very supportive of the school district and has a vision of our students achieving goals of higher education and ensuring the best possible school experience for their students. The School District of Rib Lake has seen a significant decline in enrollment and averages 40 students per grade. Rib Lake High School has been successful due to community support and having a very qualified senior staff that provides engaging learning opportunities for our students, despite the challenges of limited resources, declining enrollment, and many families facing financial hardship in this difficult and challenging economic time. To the credit of all stakeholders, the district has continued to offer a well-balanced curriculum due to community commitment, aggressive grant writing, and a veteran staff willing to change assignments as needed.

Despite Rib Lake High School's rural location and small class sizes, it continues to provide a broad and rigorous course selection to the students. Partnering with Northcentral Technical College, every student in grade 12 has the opportunity to graduate high school with more than a semester's worth of college credit under their belt, at no cost to the student, due to the high school's transcribed credit agreements in courses such as Written Communication and Medical Terminology. Rib Lake High School is also a member of the Rural Technology Network which consists of surrounding school districts sharing instructors through Interactive Television courses enabling our students the opportunity to take enriching and meaningful classes that would not otherwise be available to them, including Computer Aided Design (CAD) and Dairy Science.

Improving and increasing opportunities for students and staff to use technology in the classroom has been a district priority for some time. Promethean boards are used daily in many classes. Digital Media has become one of the most popular classes, with students creating movies digitally on their computers. iPod Touches are implemented for students with speech impairments to aid in their communication skills and iPads are a common sight in special education classrooms. Professional development opportunities for staff are also provided through the district being a member of the Cooperative Educational Service Agency #9 which provides leadership for educational improvement and strengthens the district's capacity to educate all students creating healthy, resilient, successful adults.

The staff has also been very aggressive in writing grants which update resources and offer new opportunities to serve students. Over the past 5 years, the district has brought in grants upwards of a million dollars which is remarkable for a district of 480 students. These grants have allowed us to create an alternative education program that offers online courses and remedial help, a well-equipped fitness center open to students outside the school day, equipment and leadership training in the area of technology, and a response-to-intervention grant that identifies students through benchmark assessments and serves students identified with academic challenges determined by a pupil leadership team.

Rib Lake High School's at-risk students have benefited from the alternative education program which provides a "custom-built" curriculum to match each student's unique learning style. Rib Lake High School makes a concerted effort to identify at-risk students at the earliest possible time and establish a written plan of intervention to prevent premature exit from school. The primary consideration of the

alternative education program is prevention and necessitates customizing their educational plans to meet their individual needs.

The quality of instruction and student learning that takes place at Rib Lake High School is evidenced by high student achievement on state assessments and college entrance exams and the fact that the majority of students pursue post-secondary education. The highly qualified staff truly believes in building positive and meaningful relationships with the students and over 90% of the high school students are involved in extra-curricular activities, which include athletics, music, drama, and forensics.

1. Assessment Results:

Each fall, Rib Lake High School sophomores are administered the Wisconsin Knowledge and Concepts Exam (WKCE) as required by law under the No Child Left Behind Act. The WKCE measures achievement in reading, language applications, mathematics, science, and social studies using multiple-choice and short-answer questions. Students also provide a rough draft writing sample. These standardized tests are designed to measure Wisconsin academic standards.

The state of Wisconsin identifies four performance levels on the WKCE: Minimal Performance, Basic, Proficient, and Advanced. Annual measurable objectives (AMO) for reading and math have increased significantly since the 2001-2002 school year inception of AMO when 61% of students in reading and 37% of students in math were required to score at the Proficient or Advanced levels to “meet the standard.” Last school year, the annual measurable objective required 74% of students in reading and 58% of students in math to score at the Proficient or Advanced levels to make adequate yearly progress (AYP). The overall goal is for all Wisconsin students to attain the “Proficient” or “Advanced” levels in reading and mathematics by the year 2014.

Because of the significant implications directly linked to student performance on the WKCE, Rib Lake High School staff and administration have developed a “reward system” to encourage students to put forth their best effort on test day and have an official board policy to enforce it. In order to reward academic success, behavioral compliance, and diligent progress towards educational goals established within Rib Lake High School, the following guideline was established in regards to the WKCE and second semester exams: Students in 10th grade who take the WKCE and score at advanced or proficient levels within the core subject areas and have not been suspended (in or out of school) in that school year may be excused from taking the semester exam for that core class.

In 2009-2010, Rib Lake High School sophomores were 92% Proficient/Advanced in reading compared to the Wisconsin state average of 76% Proficient/Advanced. In mathematics, Rib Lake High School sophomores were again 92% Proficient/Advanced compared to the Wisconsin state average of 70% Proficient/Advanced.

Over the past five years, Proficient/Advanced scores in reading for Rib Lake High School sophomores have ranged from a low of 81% in 2008 to a high of 94% in 2006. In math, Proficient/Advanced scores have ranged from a low of 79% in 2008 to a high of 92% in 2009. Being a rural high school with a small population of students, percentages are significantly impacted by each individual student’s scores. Also, Rib Lake High School rarely encounters a subgroup other than low socioeconomic status with a large enough population to warrant disaggregation of data.

Wisconsin assessment results may be found at <http://dpi.wi.gov/sig/index.html>

2. Using Assessment Results:

In August before the school year starts, the Rib Lake School District holds a data retreat to review the results of the WKCE and other measures of student performance with teachers, counselors, and administration. During this retreat, an analysis of item responses on the WKCE is conducted which breaks down the results to identify how, in comparison to the state, regular education students performed, special education students performed, and students who are economically disadvantaged performed. The data is reviewed to see if there are any significant gaps amongst the previously mentioned groups and a discussion is then held as to why and what can be done about it.

Another part of the data retreat is to look at which items on the WKCE had a higher percentage of errors and to review our curriculum to identify how, when and if this content is being instructed. The district has implemented the Build Your Own Curriculum program which allows users easier access to curriculum to aid in identification of any academic standards that may need more intentional instruction or implementation.

Identification of student problem solving skills is also analyzed at the data retreat. This addresses what types of problems on the WKCE students do well with and which types they struggle with more. For example, on the reading portion of the WKCE, knowledge of vocabulary, reading comprehension, text analysis, and the ability for students to evaluate meaning contribute to student success. If a significant portion of students had difficulty analyzing text, then a future goal for teachers would be to provide strategies to students on this area.

In general, this data retreat provides an opportunity to look at grade-level performance on each specific skill or concept and identify relationships to enhance the scope and sequence of the core curriculum of the school.

3. Communicating Assessment Results:

Initial results of the WKCE become available in early to mid-March. Individual student reports are mailed home at that time and include overall performance levels for each content area tested. A detailed explanation of performance levels and the various scores listed on the student report is provided as well.

The high school counselor conducts Individual Student Planning Conferences with every 11th grade student and his or her parents/guardians. During these conferences, results and implications of the WKCE are discussed and included in the students' Individual Learning Plans to aid in post-secondary planning and decision making.

Rib Lake High School has enjoyed sharing its assessment results with the community via news programs on the local radio station and in articles in the local newspaper. Since Rib Lake High School's scores have consistently been strong in comparison to neighboring school districts and even comparable districts throughout the state, they have become a great tool in building positive community support of the Rib Lake School District.

Rib Lake High School's high achievement on the WKCE has bolstered community pride by receiving Bronze Medal recognition last school year by *U.S. News and World Report* and also through its current nomination by the state of Wisconsin for Blue Ribbon status with the U.S. Department of Education.

4. Sharing Lessons Learned:

During the August Data Retreat, teachers, counselors, and administrators from elementary, middle, and high school share successful strategies with each other to aid in instructional improvement and increase student performance.

Collaboration has taken place with surrounding school districts on a number of topics. Teams made up of teachers and administrators from Rib Lake School District and neighboring districts have been created to focus on improvement of teacher mentors, at-risk programming, technology enhancements and distance learning opportunities. These teams have become a valuable tool in providing a high quality education to our students.

Rib Lake High School publishes news of academic and extra-curricular activities in the local newspaper and on the local radio station. If selected as a Blue Ribbon school, Rib Lake High School looks forward to sharing this prestigious accomplishment with area television, radio and newspapers and welcomes future interest in sharing best practices with fellow educators around the state or nation.

1. Curriculum:

Rib Lake High School requires 24 credits for high school graduation. The district policy requires 16 mandated credits: 4 years of English, 3 years of social science, 2 years of math, science, and physical education, 1 year of fine arts and vocational education, and 1/2 credit in technology and health. The need to increase these requirements has not been an issue since the majority of students at RLHS graduate with 28-30 credits and take at least a third year of math and science.

The remaining credits necessary for graduation are elective credits available from mathematics, language arts, social studies, science, fine arts (band, choir, art), technical education (technology, business, family and consumer science, foreign language, and physical education).

Students view the arts as a very important part of their education at Rib Lake High School. The visual and performing arts program is very strong, especially for a small high school, as 73% of the students are enrolled in fine arts.

The music programs at Rib Lake High School are immersed in traditions and built on expanding student horizons. The instrumental music department is very strong with a highly acclaimed marching band, a jazz band that students give up free time to participate in, and a concert band that not only involves many students, but the audience as well. The vocal music program offers both concert and show choirs that focus on wide ranging musical interests. The winter music concert is attended by many alumni who come back to participate in the concert.

The visual arts program is designed to offer students a flexible, guided approach to improving their art skills. The visual arts department offers 24 different high school curriculum offerings with a focus on meeting individual goals attainment. Digital Media, a technology course offering, is popular with students due to its use of technology tools to produce video productions.

The physical education curriculum at Rib Lake High School is very strong. The curriculum is based on developing lifelong fitness skills and incorporates bikes, roller blades, cross country skiing, snowshoeing, canoeing, golfing, and weight training into the curriculum. The school has been fortunate enough to obtain a Carol White Physical Education Grant that has helped the school develop a fitness center that students have available before, during, and after the school day. A physical wellness class is also offered to prescriptively allow students to develop their physical skills through an elective curriculum.

The Rib Lake School District offers Spanish as a requirement in grades 7 and 8. Spanish is offered as an elective in high school with 75% of students taking at least 2 years of the subject. Third and fourth year Spanish focuses on conversational and written Spanish and culminates with an every other year trip to a foreign country. The students are scheduled to go to Panama in the summer of 2012. Rib Lake III and IV Spanish students also do very well on college placement testing in foreign language and receive retroactive credits for their proficiency.

2. Reading/English:

Rib Lake High School's English language arts curriculum prepares students for post-secondary education and for the 21st century workplace. Freshmen English covers the areas of grammar, literature, speech communication, and writing. Sophomore English covers these same areas of study, but in more detail. Composition becomes an increasingly important area of study.

At the junior level, the English curriculum is divided into two sections depending on students' career plans and writing skills. Workplace English focuses on the common workplace communication skills of reading, writing, speaking, listening, and problem-solving. This course also familiarizes students with the skills needed in acquiring a job such as resume writing, interviewing, improving communication skills, gathering and using information on the job, participating in groups, following directions, and presenting a personal point of view. Students planning on pursuing further education beyond high school take Post-Secondary English 11 which focuses on American Literature and composition skills for writing research and persuasive papers.

The English curriculum for seniors is divided similarly as the junior curriculum with work bound students taking English for Employment and college bound students taking a technical college course titled Written Communication. Students receiving a grade of "C" or better in Written Communication receive three college credits.

In an effort to improve the reading skills of students who read below grade level, Rib Lake High School utilizes the Accelerated Reader (AR) program. AR helps to make essential reading practice more effective for every student by personalizing reading practice to each student's current level. Students with an IEP due to a deficiency in reading fluency also receive individualized instruction in that area through the special education program.

3. Mathematics:

Rib Lake High School offers Algebra, Advanced Algebra, Geometry, Pre-Calculus, Calculus AB and Calculus BC to students. This curriculum is offered through quality instruction based on differentiated instruction which incorporates student based problem solving using interactive Promethean white boards. Math teachers are provided with laptop computers and professional development with the purpose of utilizing technology to access key learning points in a manner understood by all.

Advanced students may begin their high school math career program in 8th grade as part of an acceleration program with the aim of these students receiving college credit for their senior level math class. Highly motivated students can also access further class offerings through distance learning opportunities if needed.

One of the biggest assets to the success of all students is Rib Lake's Algebra A & B program which encompasses an "algebra for all" approach. This program allows for struggling math students to take Algebra over a 2 year period, which creates a positive foundation for students who need extra math help. The overall results of this alternative curriculum route have ended in better prepared students and no reduction in enrollment in higher level math classes.

Remediation in the area of math is done through multiple methods. Math teachers often use assigned study hall or prep time to tutor students who are in need of further assistance. Students with low standardized math scores are also assigned to a study skills program which gives tutorial help in small group settings. Rib Lake special education personnel also are found in many math classes working through the curriculum in a co-teaching manner.

4. Additional Curriculum Area:

Rib Lake High School's social studies/history curriculum plays a critical role in our students' acquisition of essential skills and knowledge based on the district's mission of providing the highest possible education for every student in a safe nurturing environment and by providing meaningful opportunities and experiences, with a competent staff, and with quality facilities and equipment, resulting in responsible, contributing citizens.

During the summer prior to the start of their freshmen year, students are given the opportunity to visit Washington D.C. and see firsthand how our nation's government works and the history behind it. All students are required to take a Civics course their freshman year as an introduction to American Government. Juniors are required to take U.S. History, which covers the settling of North America to present day current events.

All seniors are required to take a course titled Social Problems. Major topics of study include socialization, the individual in society, social inequality, social institutions, collective behavior and social movements, and deviant and social control. Seniors must participate in a "Reality Fair" where they must navigate through real life situations, such as paying for childcare, buying a house, and purchasing adequate insurance.

There are an impressive number of social studies electives for students to choose from beyond the graduation requirements. An example of such electives is the series of psychology classes available. Students who elect to take two semesters of psychology at Rib Lake High School have the opportunity to take a college level psychology class through the distance learning lab resulting in three college credits at no cost to the student.

5. Instructional Methods:

Rib Lake has placed a great deal of emphasis on differentiating instruction through the use of technology. Each classroom has been equipped with either an interactive whiteboard or computer projector to use technology to supplement the curriculum, invigorate the visual learner, and create an interactive classroom. Each staff member has also been given a laptop to allow staff to take their curriculum home in a format that fosters professional growth and research. The special education department is currently implementing the use of iPads for making curricular support aids available to each student in the classroom.

Staff collaboration and support of student support services is one key to the success of the students. Regular education instructors work closely with the special education and at-risk staff at the school to best serve the needs of students by communicating support needs and curriculum.

Rib Lake High School also has a structured study hall program that works on student study skills, skills remediation, and alternative educational approaches. As part of the program, student academic progress is continually monitored with prescriptive approaches identified for each student.

6. Professional Development:

The School district of Rib Lake and Rib Lake High School view professional development as a key component to being a successful school. There are many examples of on-going, research based initiatives that help ensure a cohesive curriculum delivered in an effective, engaging manner.

The staff has been actively engaged in the curriculum building program, Build Your Own Curriculum. The program has put a renewed emphasis on aligning the curriculum to state standards while allowing staff to review the curriculums of other school district. The initiative has allowed the district to better communicate the curriculum in an era of changing staffing patterns due to declining enrollment and put the focus on continual improvement. Currently, staff members are attending leadership training on Wisconsin's new core standards for whole staff implementation in future years.

Mentoring of staff has also been a professional development goal. The school has trained and assigned mentors to meet at least twice monthly with each probationary staff member. Mentors also meet twice annually to discuss the program itself and to recommend improvements to the program. Technology mentors also have received on-going training and equipment to help teach other staff members concerning technology usage and curriculum support.

The district has also developed a leadership team of parents, administrators, and staff. As part of this team's responsibility, the high school leadership reviews building level data and makes decisions regarding goals, strengths, and needs of the high school. The team also provides the district with valued input from the perspective of parents and community.

Professional development is also a priority for the district and each staff member. Every September, each staff member is required to turn in professional goals based on the ten Wisconsin Teacher Standards. Staff members are able to access release time and funding to meet these goals, with most staff taking advantage of these opportunities. The district also works with many neighboring districts and CESA 9 to offer consortiums beyond the teacher goals to improve instruction at the building level.

7. School Leadership:

The School District of Rib Lake has a seven member elected Board of Education that is responsible for developing the policies that guide district operations. The district has an administrative team consisting of a part time district administrator, an elementary principal/school psychologist/special education director, and a 6-12 principal. The function of the team is to carry out the policies of the district.

The 6-12 principal has served as a principal in all areas of the district over the last 16 years. As with many small school principals, the duties are diverse and varied in the role of school leader of two different buildings. Among the responsibilities are curriculum/instructional leadership, student attendance officer, grant writer/administrator, maintenance director, and technology advisor.

Probably the biggest leadership challenge is keeping the small school competitive and thriving in the era of declining enrollments. As a highlight to the efforts over the past three years, Rib Lake High School has been fortunate enough to receive grants and re-organize staffing to offer more educational opportunities than ever before. Grant initiatives have allowed us to update our technology to favorably compare with other schools much larger in size. Students on both sides of the academic spectrum are being served with a program that focuses on in-school tutoring, remediation, and credit recovery while the amount of on-campus credit opportunities for high achieving, college bound students has risen dramatically.

The staff of Rib Lake High School is truly what distinguishes Rib Lake High School. The staff is very willing to take on leadership roles in the areas of new teacher and technology mentoring, curriculum collaboration, professional development and school improvement. While working with their strong dedication to offer students a personalized approach to education, the energy and enthusiasm of the staff is what makes Rib Lake High School a truly special place and worthy of Blue Ribbon School recognition.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2005-2006 through 2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	92	79	91	89	89
Advanced	29	19	31	36	16
Number of students tested	38	41	35	36	37
Percent of total students tested	100	95	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	100	100		92	
Advanced	14	30		33	
Number of students tested	14	10		12	
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2005-2006 through 2009-2010

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	92	81	86	94	87
Advanced	74	47	49	47	51
Number of students tested	38	41	35	36	37
Percent of total students tested	100	95	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	93	100		92	
Advanced	71	50		42	
Number of students tested	14	10		12	
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11W14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus advanced	92	79	91	89	89
Advanced	29	19	31	36	16
Number of students tested	38	41	35	36	37
Percent of total students tested	100	95	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus advanced	100	100		92	
Advanced	14	30		33	
Number of students tested	14	10		12	
2. African American Students					
Proficient plus advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus advanced					
Advanced					
Number of students tested					
6.					
Proficient plus advanced					
Advanced					
Number of students tested					
NOTES:					

11W14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus advanced	92	81	86	94	87
Advanced	74	47	49	47	51
Number of students tested	38	41	35	36	37
Percent of total students tested	100	95	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	2	0	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus advanced	93	100		92	
Advanced	71	50		42	
Number of students tested	14	10		12	
2. African American Students					
Proficient plus advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient plus advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus advanced					
Advanced					
Number of students tested					
6.					
Proficient plus advanced					
Advanced					
Number of students tested					
NOTES:					

11W14